DOCUMENT RESUME

ED 307 054 PS 018 003

AUTHOR Meranda, Keri Campsey
TITLE Ensuring Consistent Program Philosophy and Quality Standards to Multiple Child Care Sites.
PUB DATE 89
NOTE 97p.; Master's Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Day Care; Early Childhood Education; Educational Philosophy; *Educational Quality; Program Effectiveness; *Reliability; *School Expansion; *Standards; *Teacher Responsibility

ABSTRACT

The head teacher of a child care organization implemented a practicum intervention designed to establish complete and clear procedures, guidelines, and standards of quality for staff members. As a result of the practicum intervention, it was expected that at the end of 10 weeks: (1) the staff at the child care center would support a plan for educational quality as indicated by the poll that was administered; (2) four of five colleagues would rate the quality plan as a successful approach to maintaining consistent philosophy and standards in a multiple site organization; and (3) six of eight members on the center's Board of Directors would evaluate the plan for quality as appropriate for implementation by managerial staff. Responses to evaluation questionnaires were positive with respondents agreeing that the plan and related materials would ensure consistent philosophy and quality. The plan and materials will be used in working with staff to maintain a consistent philosophy as the organization expands. Appendices provide sample questionnaires and written program materials on guidance and discipline, curriculum guidelines, and general program philosophy. (RH)

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ED307054

Ensuring Consistent Program Philosophy and Quality Standards to Multiple Child Care Sites

by

Keri Campsey Meranda

Cohort XXVII

A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1989

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Table of Contents

	Page
Authorship	
Authorship Statement.	
Abstract.	1
Chapter	
1. Background	2
2. Study of the Problem	6
Problem Definition	6
Evidence	6
Analysis of Causes	8
Relationship to the Literature	10
3. Goals and Objectives	12
Goals and Objectives	12
Evaluation Methods	13
4. Solution Strategies	14
Information Collection	14
Solution Strategy.	18
Report of Action Taken	22
Follow On.	26
5. Results, Conclusions and Recommendations. .	27
Recommendations.	29

Table of Contents (cont)

	Page
References	30
Appendices	32
A - Interview Questions for Directors Summary.	32
B - Staff Member Questionnaire	37
C - Colleague Formative Evaluation #1 & #2	40
D - Summative Final Evaluations.	42
E - The Plan for Ensuring Consistent Implementation and Maintenance of Philosophy and Quality Standards at Multiple Child Care Sites	48
F - Written Materials.	49
G - Staff Meeting General Information.	71
H - Board Introduction Information	73
I - Staff Member Questionnaire Summary	75
J - Final Staff Evaluation Summary	80
K - Colleague Final Evaluation Summary	82
L - Board Final Evaluation Summary	84

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Student's Name Keri Campsey Meranda

Cohort XXVII Date 1/19/89

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(please print and sign)

Verifier's Position Executive Director

Community Child Care Services, Inc.

Address 870 Sage Street

Reno	NV	89512
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January 23, 1989
Date

Keri C. Meranda
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Abstract

Initiating Consistent Program Philosophy and Quality Standards to Multiple Child Care Sites. Meranda, Keri C., 1989. Practicum Report, Nova University, Master's Program for Child Care Administrators.
Descriptors: Quality Control /Program Effectiveness /Quality Consistency /Management Development / Staff Development / Teamwork /Child Care Occupations /Administrators /Faculty Training /Personnel Policies /Staff Orientation /Early Childhood Education /Child Caregivers /Multi-site organizations / Broad Base Organizations

Within this expanding child care organization, there was a lack of complete, clear procedures and guidelines defined for program philosophy and quality standards to be implemented and maintained by managerial staff.

The author designed and implemented a program which consisted of working cooperatively with current staff and board members associated with this child care organization and various colleagues from the community. This author combined feedback from the various individuals together with research from other broad based organizations to form a plan for consistent implementation and maintenance of program philosophies at multiple child care sites. The plan focused on the areas of guidance/discipline, curriculum and general philosophies identified as key components in a quality child care program.

Formative and summative evaluations from staff members, board members and colleagues indicated a favorable response to the plan. The plan and coinciding materials will be used in working with staff members to maintain consistent philosophy as child care services expand. Appendices include sample questionnaires and written program materials on guidance/discipline, curriculum guidelines and general philosophy.

Chapter 1

BACKGROUND

The setting of the proposal is a private, non-profit child care organization located in a community on the west coast of the United States with a population of approximately 200,000 people. The existing center is one of only two in the community providing care on a sliding fee scale to children ages two to five years old and the only center providing care on a sliding fee scale to children ages twelve months to two years old. This center is also the only one giving priority to low to moderate income families. The need for affordable, quality child care is reflected in a continual waiting list at the center of over 200 families.

Within the community there are 60 licensed child care centers and 120 home care providers. These other centers and home care providers have over 200 immediate child care openings for children ages birth to six years. These openings reflect the need for affordability and quality within a child care program. The specified center's maximum enrollment is 44 children - nine 12 month to two year olds, 17 two and three year olds and 18 four and five year olds. Thus, the program is only able to serve a limited amount of the actual number of children needing care.

The demand is high for affordable, quality child care and the supply of this type care is limited almost solely to this child care center. Expansion in the community to additional child care centers providing quality care on a sliding fee scale is planned for 1989. The original site located in a low-income housing development will remain as is. The additional sites will be located at various designated places in the community and a maximum of fifteen miles from the original site.

The environment at the center is comfortable and homey since it is relatively small, while still being professional and efficient. The building, where the center is housed, is approximately 3,000 square feet with three individual classrooms and corresponding play yards, a commercial kitchen, a two room office, a small kitchen/preparation area, and a large staff resource room. The three classrooms surround the office, separated only by short hallways, making communication and guidance fairly easy. All classrooms have two way observation windows for easily accessible observations of the teachers and children.

Within the next year, the child care organization plans to expand to additional child care centers within the community. The sites will care for approximately 75 to 150 children ages birth to six years. So the expansion will not only be an increase in the actual number of children served at several different sites, but an expansion of the age group being served at the existing center. The physical settings will vary depending on locations and if the buildings already exist.

The staff consists of 12 employees - the executive director, head teacher, part-time office assistant, cook, six full time teachers, two part-time teachers and numerous volunteers from various community programs. The teachers are educated in child development or a related field and have had experience working with young children - two very important aspects in a quality child care setting. As well as being known for the affordability of care due to the sliding fee scale, the center is well known for maintaining a high quality program.

The philosophy of this child care organization is to provide quality care through a team effort of all individuals involved - staff members, parents and children. The three aspects generally describing the organization's philosophy are: 1. Staff members are to support parents through constructive, positive communications, i.e. daily interactions, parent conferences, homes visits, etc. 2. Staff members are to support the children through positive daily communications including guidance and discipline as well as the "learning through play" developmentally appropriate activities. 3. Staff members are to strive for a team atmosphere by supporting each other in the center environment. The above paragraph will be know as "the philosophy" throughout the entirety of this practicum paper.

The writer's position is currently titled Head Teacher. The direct supervisor to this position is the Executive Director. The main responsibility of the Head Teacher position is direct staff supervision (paid or volunteer) excluding the office

assistant. Other responsibilities include enrollment of families and children, parent conferences, child related issues, parent involvement, staff and parent education, health, dental and vision screening, home visits, ordering equipment and supplies, etc.

Specifically relating to staff supervision, the writer is responsible for interviewing and hiring teachers and volunteer teacher assistants. After initial hiring, the writer orients teachers to the philosophy of the center, procedures and guidelines, daily schedules and routines, curriculum planning and implementation, etc. Other responsibilities include staff training, evaluation and staff meetings.

With the expansion to additional child care sites, the writer's role will expand to be titled program director. The writer's responsibilities will be the supervision of the individuals who supervise teachers, assistants and the cook at each individual center. This supervisory capacity will be more challenging since the staff will be located at different locations. The writer's present responsibilities and roles give almost complete control to introduce any changes to staff as requested, needed or seen as necessary.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

The implementation and maintenance of philosophy and quality standards was foreseen to be a challenge as projected expansion to multiple child care sites occurs. The program lacked complete, clear procedures and guidelines defined for continuous follow through of philosophy implementation by managerial staff. Without definition of a plan for quality, the growth of an agency could be negatively affected.

Evidence

Prior to the practicum, techniques and standards for quality were implemented and maintained in a semi-consistent manner. The implementation and maintenance worked because the staff was small and child care services were located at one site and, therefore, staff monitoring was reasonably easy. When child care services expand to additional sites, the stated problem could have become much more expansive as indicated by all interviewed directors (Appendix A). As staff for each site are employed and the organization doubles in size, the number of quality teachers will become difficult to employ. The larger staff size and limited resource of teachers, combined with the fact that there will be child care services at various locations in the community, could

have made monitoring of philosophy and technique implementation and maintenance challenging.

In an interview with the director at the present center, she cited the physical setting of the present center as a deterrent to feeling of team atmosphere which contributes to the quality of a center. The twelve month to two year old children (toddlers) and their teachers are located in a different wing of the building than the preschool classrooms. This created an isolation of the toddler staff from other staff. Thus, building design for future centers will be a consideration. Isolation was found to cause many challenges to one administrator because of a small staff (two teachers) at a remote site. The staff had feelings of being forgotten regularly for most any items - memos, functions, workshops, etc. (Appendix A)

Isolation for child care centers occurs on a larger scale within the state as a whole. There are only two metropolis areas for the entire state with the other communities being rural ranch or mining areas. The two cities do not have an abundance of quality child care organizations to use as models. As indicated by one administrator, travel to a surrounding state must occur to observe and study large model programs.

Evidence in the aforementioned study (Appendix A) showed all administrators agreed that hiring and maintaining a quality staff to consistently carry out the philosophy/ techniques of the program is the most challenging aspect of quality management (Appendix A). When there is more than one program to manage,

each with multiple full and part-time staff members, consistency is often lost. The larger the staff becomes, the greater the probability of various interpretations occurring, thus creating inconsistent implementation of philosophy.

Analysis of Causes

There are several reasons why the center's philosophy implementation was inconsistent. Because these challenges were experienced within a small center on a small scale, they would have magnified and intensified with several child care sites in the community.

One difficulty in maintaining consistent philosophy implementation is the challenge of staff turnover. Within the field of child care nationwide, turnover is high due to low salaries, no benefits, and burnout. As was indicated by all administrators interviewed (Appendix A), these generalities are also true in the community where the specified center is located. At the center, salaries are in the moderate to high range for the community and benefits are offered. However, turnover continues due to the employment of students, a highly mobile population and the lack of being able to live on paid wages with a high cost of living. Therefore, some staff are employed and then leave the center before they become thoroughly knowledgeable about all aspects of the center's philosophy.

The turnover factor also relates to the limited supply of educated, experienced teachers in the community. The directors

interviewed agreed individuals who have had quality early childhood education and experience are limited in this community (Appendix A). The local university and community college offer good child development degrees. However, individuals graduating from these programs either take an administrative position or do not enter the field to work due to low wages. So, individuals available for employment usually have little early childhood experience, little child development education or lack both. Their background in appropriate, quality child development practices are limited. Many teachers have worked in low quality centers and have acquired inappropriate practices. This means there are many teachers who lack a solid child development background on which to base their teaching. As evidenced in the afore mentioned study, administrators identified this reason as the major challenge in maintaining philosophy in each of the child care sites (Appendix A).

Another challenge, once multiple sites are established in 1989, will be the fact that the individuals in administrative positions will not be on site at all times. Funding constraints allow only part time managerial positions to be on staff. These individuals, when present at the center, will have limited time to observe on a daily basis what is occurring in the classrooms. Without the presence of administrators to supervise the teacher's performance within the guidelines of the center, the staff may be more casual when administrative staff are not present.

Relationship to the Literature

The vehicles of communication, consistency and quality in an organization, is a plan of action to guide the individuals involved. In efforts to expand a business, many challenges could occur, particularly without a plan of action. Child care centers are expanding to be more profitable and meet a portion of the community's child care needs. But in the process, the true strengths of the organization are lost. The small points that gave the center the reputation to grow to begin with could be lost as growth occurs (Boschi, McCool, Portnoy, DeGrout, 1986).

Golde (1964) sees the typical planning tendencies of a small company as a tremendous uncertainty, particularly when day-to-day operations take the main attention of an administrator. The informal procedures and communications can work in a small business. However, this informality prohibits the business from reaching the ultimate goal: building an organization that can run alone (Boschi, McCool, Portnoy, Degrout, 1986). An organization that can run alone takes careful planning and a strategy must be set.

In trying to build a new expanded organizational system, administrators often rely on the style of supervision used for single site operations. That seldom works well in the management of multiple sites. At a single site, personality and attention to endless detail make the difference. But, this cannot be used when not at the same site at all times. The personality of an

individual is diluted and only so many details can be focused on (Boschi, McCool, Portnoy, DeGrout, 1986).

Looking forward then to see the broader picture and future trends that will impact the center as an organization is important. Literature indicates as new individuals become involved with an organization, a haphazard introduction conveys a message of disorganization (Allen & Weinstein, 1985). The Nonprofit Organization Handbook indicates that the first contacts between staff and administration are crucial. Upcoming employment can be distorted or misconstrued if the agenda for orientation is not clear. As Antonsen, Silverman and Work, (1985) indicated, there is not stability to a program in the process of change without formal written procedures and policies for common problems.

There is a need to have established rules and procedures to follow. If staff do not know the expectations, their efforts will be unfocused and inefficient. Supervision should occur through a system of organizational structures and procedures (Antonsen, Silverman & Work, 1985). There must be a balance between enforcement that is so rigid that staff are stifled and no enforcement leading to a disorganized, ineffective organization. Thus, they may sacrifice spontaneity and creativity to create a cold and business like atmosphere (Boschi, McCool, Portnoy & DeGrout, 1986).

CHAPTER 3

GOALS AND OBJECTIVES

The following goals were projected for this practicum.

1. At the end of ten weeks, the staff at the existing child care center will support a plan for quality as indicated by the administered poll.

2. At the end of ten weeks, four out of five colleagues will rate the quality plan as a successful approach to maintaining consistent philosophy and standards in a multiple site organization.

3. At the end of ten weeks, six out of eight members on the center's Board of Directors will evaluate the plan for quality as appropriate to be implemented by managerial staff.

The evaluation technique utilized was questionnaires. Staff members completed formative evaluations at the beginning of the implementation period (Appendix B). Colleagues completed formative evaluations at the beginning and middle of the implementation period (Appendix C). The implementation period concluded with the staff members, colleagues and board of directors completing a summative evaluation (Appendix D).

CHAPTER 4

SOLUTION STRATEGIES

Information Collection

Literature showed without a plan of action for a new, existing or expanding organization, challenges or setbacks would occur throughout the process (Golde, 1964). And without written policies and procedures followed intermittently with staff development, there is not "organization" So channeling the mind towards a planning strategy was important. To minimize reinventing the wheel with each new staff member, a plan of quality was developed. The plan began with the most critical component to determining the quality of a program: the administration (Young Children, 1983). Likewise, Galinsky (1986) noted the response from 250 directors to a Child Care Information Exchange survey: leadership is the number one determinant of good child care. Administration encompasses the many aspects of a program and sets the tone for interactions of these aspects of the center. How the administration uses the different modes of communication can determine the consistency and quality of program philosophy implementation and maintenance.

All reviewed literature (Galinsky, 1986; Neugebauer & Perreault, 1988: Allen & Weinstein, 1985; Young Children, 1983) and in interviews with local directors (Appendix A) maintained

the importance of written materials. These written materials include philosophy, procedures, personnel policies, etc. As Golde (1964) pointed out, many small companies use informal, word-of-mouth communication versus formal written communication leaving too much room for details that are vague and inconsistent.

Written policies for an organization are introduced during the first day of employment during orientation (Zucker, 1984). The written materials spell out what types of behavior are encouraged and discouraged and informing employees about their rights and benefits. Neugebauer and Perreault (1984) see a statement of goals and philosophy as a most important opening. The important framework for all rules and procedures is presented in this introduction to an organization.

Specifically, written materials contain information pertinent to each individual organization. For a child care center that would include: 1) the center's philosophy, 2) an organizational chart identifying key individuals, 3) attitudes about the needs of the children, parents and staff, 4) services provided - i.e. meals, dental screening, etc., 5) curriculum guidelines, 6) emergency procedures, and 7) abuse/neglect reporting. These items clarify expectations and establish ground rules and are the cornerstone of an effective supervisory process. However, they must not be the only means of conveying center philosophy to staff members (Neugebauer & Perreault, 1988).

The other important component of conveying and maintaining center philosophy is verbal communication. This comes in many forms such as active orientation, staff meeting, and ongoing staff development. Allen and Weinstein (1985) see a specific orientation plan with an organized format as the beginning to implementing center's philosophy. A specific period of time, without interruptions, is set aside for the new employee. It is begun by identifying and briefly discussing important items in the written materials. All directors interviewed indicated the follow-up step to this action in the orientation process is to let the new staff know they are expected to read the materials thoroughly and then sign a statement saying they read and understand the personnel policies. This statement would be a general one listing items - i.e. dress code, discipline procedures, sick leave, etc. A facility tour and staff introduction follows this section of orientation.

Zucker (1984) found it also useful for experienced employees to go through a similar orientation every few years. It serves as a refresher and also as an ego booster by showing what they already know. These experienced individuals can also be used to do portions of the orientation process for new staff.

This led to the importance of using the resources already within the center: experienced staff who have been with the organization for a period of time. This technique has many names: apprenticeship (Allen and Weinstein, 1985), coaching (Scallan, 1987) or mentorship. This concept is based on the

concept that individuals learn by observing and participating (Allen and Weinstein, (1985). A new teacher will work in a classroom with an experienced teacher. This applies not only to staff at the existing center, but especially to staff at new sites. The experienced teacher can be invaluable in passing the knowledge of school operating procedures, policies and techniques. It also increases the self-esteem on the experienced teacher as they communicate their skills and knowledge to others. A team atmosphere is inherent in this technique. Thus, the trust of one's self and others leads to building, not just running, an organization (Cain-Chang, et. al., 1988).

Planned meetings are another crucial component to maintaining quality and philosophy of an organization. These meetings are staff meetings, individual meetings, classroom meetings, etc. The meetings address: the needs of the children and staff members, assess the strength and weakness of the program, develop goals, discuss challenges, etc. They are scheduled once a week during nap time. Staff meetings are required and reflected in evaluations.

Other incentives to boost attendance can also be used. For example, if the meeting is held once a month, the teacher will get a paid day off if she attends seven out of eight meetings (Appendix A).

The directors interviewed felt that if each center was large, staff meetings should not be held as one large combined group. The schedules of all staff members would be difficult to

coordinate. Most importantly though, they felt it is difficult enough to keep a team atmosphere in one center, much less to combine the staff from multiple sites and maintain this quality. Each site has problems relevant to their site that should be discussed. Also, too many people can lead to too many interpretations, creating disorganization.

Training workshops are an important component to continued implementation and maintenance of philosophy and quality aspects of a multi-site child care organization. Workshops can be presented by professionals from the community presenting the staff with a fresh view. They can also be presented by experienced staff which can boost the staff morale.

Solution Strategy

For this expanding child care organization, a plan of action for consistent implementation and maintenance of philosophy and quality standards was developed (Appendix F). The plan involves individuals in the managerial positions that in turn will be carried out with the other staff members. Written materials for portions of the play were brought up to date to reflect current guidelines and philosophies. As discussed by Cain-Chung et.al, (1988), a well articulated vision of the philosophy of an organization is a prime determiner of quality.

Because written materials are concrete and can be consistently carried from one individual to the next, they are the basic foundations for managerial positions to use in

implementation and maintenance of philosophy and quality standards in this child care organization. The written materials provide the basis for establishing expectations and encouraging understanding between parents, staff and administrators (Young Children, 1983). Solid knowledge and well articulated responsibilities and expectations are important (Cain-Chang, et.al, 1988). The written materials include philosophies and procedures in the areas of guidance and discipline, curriculum, communication avenues between staff, parents and children; the team approach, and personal/professional development. Other materials to be included are: 1) an organizational chart, 2) services provided, and 3) emergency procedures. The written policies will be introduced during the first days and weeks of employment (Zucker, 1984) with the statement of goals and philosophies as the most important item to begin with (Neugebauer & Perreault, 1984).

Since communication is critical to the success of any endeavor involving people and the most important aspect of successful administration (Young Children, 1983), open verbal communications are planned as well as modeled for every day interactions. Planned meetings to address the needs of individuals are essential. The meetings will begin with the first day of employment and continue throughout employment. If possible, an orientation period will be scheduled before the individual actually begins working in the center. This is when there is the

most interest and time in becoming knowledgeable on a program's philosophies and policies (Allen & Weinstein, 1985).

The first orientation to the program for a new staff member enables them to develop an understanding of the relationship that person has to the organization (Allen & Weinstein, 1985). During these first orientation periods, a variety of methods for introduction to the program will be used. The basic written materials are used to guide the orientation period, discussing briefly each critical area. The new staff member can use these written materials to learn in more depth about the organization at a later time. This will help to alleviate information overload on the first day.

Another planned meeting that occurs regularly is staff meeting. They give the opportunity to have the adults together to address a variety of issues including challenges with children or parents, discussion of appropriate solutions following the program's philosophies, upcoming events, sharing new ideas and approaches, etc. Meetings are held weekly. To be the most effective, it is held during nap time. Thus, it best meets the needs of all staff members versus the needs of the managerial staff only. The more frequent the meetings are held, the more opportunity for a team approach and discussion of program goals and philosophies.

Staff meeting format was changed to facilitate further team building skills (Cipperly-Fowler, 1988). The location of the notes was changed from the head teacher's desk to a central

location in the resource room. They notes are more accessible to all staff members and in a less threatening location than on the desk of an administrator. Staff meeting leadership is rotated weekly among all staff members. This builds the team atmosphere by involving all staff members versus giving the responsibility to an administrator every time. It also gives the opportunity to build leadership skills for staff members who do not usually have that role. The general format also has cooperation and a personal yet professional manner built into it through items such as a cooperative game or new & good (Appendix G).

Staff workshops and/or in service training are another regularly scheduled event. Topics for these meetings are chosen as seen needed by managerial staff or as requested by staff. Staff members will have more interest if the topic is one they have chosen and feel a need for themselves. The topic can be determined by asking staff members to complete a simple survey rating a list of topics or giving suggestions for topics they would like to be approached.

Observation is another technique that is important to maintaining consistent philosophies. As interviewed directors indicated, observation is particularly critical for documentation to be used for dismissal or promotion (Appendix A). It is also conducive in disclosing if the managerial staff are effective in their methods of conveying philosophies and quality standards for their program. Another form of observation that is very useful to implementation of program philosophies is a new staff member

working together with a skilled staff member. For effective learning, the new individual can observe techniques the skilled individual uses (Allen & Weinstein, 1985).

Managerial staff sets precedence for positive team communication by modeling it themselves. Weekly meetings with the managerial staff members at each child care site is essential (Boschi, et.al., 1986). Direct communication for these individuals is a must. From this point, important and current information is passed to other staff members (Antonsen, et.al., 1985).

Report of Action Taken

The implementation period began with support and approval from the executive director and the board of directors. Discussion with the executive director led to developing an outline for presentation to the board. The requirements of the program, timelines, individuals involved and their specific involvement, the board's role, and how the center would benefit from the program when complete, was presented to the board (Appendix H). Approval and support to proceed with the implementation was gained.

Following board approval of the project, the main aspects of the program that made it a quality one in the community were determined in cooperation with the director. Those components were perceived to be the main philosophy, set standards on curriculum, guidance and discipline, and interactions among

staff, parents and children. The main components were then broken down into detailed areas (Appendix B).

The staff members were presented with a questionnaire to assess if the identified areas were being implemented and maintained within the program and were there other areas to be addressed (Appendix B). Staff involvement was crucial since they are the individuals who carry out philosophy and quality standards within the program. Through this questionnaire, the staff indicated whether or not structures were present to maintain consistency of philosophy. The staff questionnaire was evaluated for areas to be added or improved.

Coinciding with the staff questionnaire, professional colleagues in the community were contacted for their participation in the program. The participating individuals were chosen because of their background and/or education in child development, experience in supervisory position and the time to assist. The local university, community college, cooperative extension and National Association for the Education of Young Children (NAEYC) chapter were resources used to locate individuals to participate.

Colleagues were given formative questionnaires (Appendix C) at two different times during the implementation period. Their feedback was used to update and revise the materials. A difficulty encountered with the colleagues was the response time in having the questionnaires returned. Due to the colleagues busy schedules, one week was not sufficient time to thoroughly

assess the materials. Two week response time should be given. The first delay in getting materials back, set the remainder of the implementation plan back.

Continuing research was done by attending seminars at the NAEYC annual conference pertaining to staff orientation, organizational consistency and administration. Individuals in the community were helpful in providing written materials from other child care and family oriented organizations. These written materials referenced the techniques their programs used to ensure their employees gained the appropriate knowledge of their philosophy and standards. These materials were used to assist with the revision of the materials being evaluated by colleagues.

After the first revision of materials, the colleagues were given the same evaluation. They again assessed the materials for compliance with the identified areas. With this feedback, a final draft of the materials was completed.

During the time the formative evaluations were being completed, a mini workshop was being scheduled. The topic of this workshop was decided upon for several reasons. One reason was the identification of the area, team atmosphere, as a critical one to the philosophy of the program. Another reason was the assessment of the staff evaluations and follow up meeting reflecting a need for team building skills. The individual to conduct this workshop was located through the director. Other community resources to locate a workshop speaker

were: United Way Speaker's Bureau, local university or community college, local NAEYC affiliate, cooperative extension office, or contacts of employees or colleagues.

The scheduled workshop was on team building skills through changing the format of staff meetings. Several meetings were scheduled with the workshop presenter prior to the workshop to discuss the child care center's philosophies, present staff meeting format and get general information on the program. The location of the notes was changed from the head teacher's desk to a central location in the resource room. The notes are more accessible to all staff members and in a less threatening location than on the desk of an administrator. The workshop was completed successfully.

A final summative evaluation (Appendix D), somewhat similar to the formative questionnaires, was formed. It was distributed with the final draft of materials (Appendix F) to the staff members, the board of directors and colleagues from the community. This evaluation indicated if the various individuals agreed or disagreed that the materials provided would serve to maintain consistent philosophy and quality standards Again, a two week response time for individuals to complete the evaluations should be given.

Follow On

Based upon a positive evaluation, the practicum strategies defined will be used as an ongoing part of the current program. Specifically, as the child care organization expands to more sites, the program developed will be put into practice and be seen as an integral part of the program.

The plan will be printed and bound to be used in conjunction with the staff and parent policies. This plan will be available for use by other agencies planning an expansion or to bring together the philosophy of an established but fragmented organization. The availability of this plan can be publicized through: the local and southern state Association for the Education of Young Children chapter through their newsletters and annual conferences; the local United Way agency; Cooperative Extension office; The Child Care Resource and Referral Service newsletter; the local social services department and the Deans of the School of Home Economics and Business College at the local university.

The newly introduced staff meeting format will be continued for at least three months to assess if it is a successful approach at team building skills. If staff members feel comfortable with the previous months of staff meetings, the format will be adopted as a regular component of the program.

CHAPTER 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Overall, the results of this study showed that each group completing the evaluation agreed that the materials presented would serve to ensure implementation and maintenance of philosophy and quality standards.

The formative staff questionnaire showed the majority of the staff felt the identified main key components of the philosophy were being implemented and maintained within the program. However, comments and feedback suggested improvements were needed in the detailed sub-areas (Appendix I). Specifically, areas to improve and revise were guidance/discipline, curriculum guidelines and communication with staff. This information was used to plan the staff workshop and will be used to plan future workshops. Staff members participation was an important part of building team atmosphere as well. They felt their input was important and would be considered in the future plans.

The formative evaluations completed by the colleagues showed a definite need for major revision (Appendix C). They showed a willingness to assist with possible revisions and in locating similar materials from which to draw. The revisions were made on two different occasions. From these revisions the plans and materials were formed into a finalized package.

The final summative evaluations showed positive responses. Projection was made for an 80% agreeable response. After 100% agreeable response was given by all involved individuals, it was felt a quality plan had been developed. Staff members responded with 100% agreement in every area (Appendix J). The positive outcome from staff involvement in the final evaluation was a type of re-orientation for each person because they had to assess the materials thoroughly to be able to evaluate them. Many positive verbal comments were given following the return of the materials. Appropriate follow through actions and behavior changes have also been observed in their interactions in the classroom.

Colleague response was also 100% in agreement that the presented materials would assist in insuring consistency in staff members philosophy implementation (Appendix K). The colleagues verbal responses were ones of recognition that the presented materials could be useful for them in their jobs. A very positive sign that they support quality child care and feel the materials will be useful to others in the profession.

Members on the board of directors gave 100% agreement to use the plan as stated (Appendix L). An unexpected acknowledgement was given from many board members through verbal and written comments. Their genuine interest indicated their true commitment to the program and quality child care.

The 100% agreement from all groups of individuals involved showed that the plan and materials will ensure consistent

philosophy and quality demonstrates that a challenge will no longer exist with staff at multiple child care sites. When implemented as specified, the plan will assist others towards quality child care programs.

Recommendations

1. Use specific assessment models and tools avaialable to identify at what level the organization is functioning. For example, Early Childhood Work Environment Survey through the National College of Education or the Child Care Information Exchange Organizational Health Checklist.
2. If no materials are developed for the program regarding philosophy, guidelines, etc., consult with a local university or community college for materials or check with local education institutes or child care centers.
3. Assess the time lines of individuals involved. Give at least two weeks for individuals to return questionnaires / evaluations.

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APPENDIX A

INTERVIEW QUESTIONS FOR DIRECTORS SUMMARY

INTERVIEW QUESTIONS FOR DIRECTORS

SUMMARY TALLY OF RESULTS

2. A. What position do you hold within this organization?

director/acting director; director/co-director; human resource director and child development specialist

B. And what is your role and/or general responsibilities?

hiring and training staff; curriculum planning and approval; writing grants; everything

3. A. How many child care centers affiliated with this agency are located in the immediate community?

two, three, and four

B. Within the United States?

one organization has 1100 nation wide

4. Are there specific issues or challenges you find in administrating an organization (child care center) with multiple sites in the community?

Consistency in philosophies and policies with all staff; maintaining quality staff; delegation; communication between all staff at all sites

5. A. Specifically, is there a challenge in having staff at separate locations in the community?

Same as listed in #4; staff feel isolated; communication is inconsistent; difficulty in scheduling observations which are important for feedback for evaluations, raises, termination situations

B. How many staff are employed at the various sites?

22 full and part time staff; 29 teachers and aides, 2 assistant directors and two part time cooks; 5 teachers, 5 aides.

6. What do you see as a factor(s) leading to the challenges of employing staff at various locations while still maintaining a sense of the centers as one entity?

limited choice of teachers to choose from with training/background in early childhood development; lack of qualified staff - not trained, low salaries, high turnover

7. Do you feel there is a need for more of a team linkage between centers?

Yes - especially when one site is large with more staff and one site is small with only a couple of staff; more team linkage should occur between sites for social occasions or training sessions only.

Team closeness is important among the individuals in management positions.

No - don't recommend team work among all sites because there are too many people to satisfy and understand. Too many interpretations of one issue - creating more challenges. Difficult enough to keep the team morale of one center up, let alone trying to keep the morale of staff at two or more centers up. Prefer to work as one individual site for easy of everyone. Also lose the homeyness if too many individuals and sites involved.

8. What type of communication do you use between the various center sites and the administrators and staff?

Communication was a challenge - memos and letters were often lost or delivered late.

Phone calls are of course used often - notes should be taken to document information discussed for reference at future dates.

All directors in the region were required to attend monthly meetings in a different center each time. Try to gather a management position people together once a week.

For staff - staff meetings; monthly observations and evaluations were required, immediate feedback was given via notes or verbally if needed.

Written policies for procedures, requirements, etc. Staff must sign a statement that they have read and understand the written material.

9. What techniques/strategies are used to meet the challenge of staff at multiple sites and the organization's goals and philosophy?

1. Must have an administrative individual who has autonomy and initiative and a good background from which to draw on.

   Screen applicants closely and give interviews for those only with at least minimum qualifications. Use interviews to state policies/philosophies and ask if the individual would have a challenge following these practices.

2. Orientation - must have a good orientation process. Administrative individuals must spend one week one week with another administrator in a similar position in their center.

Orientation for hired teachers should include: a written and oral introduction to the facility, schedule/routines, personnel forms, curriculum, classroom guidelines, employee handbook, teacher evaluation, administrative structure, discipline, dress code, attendance, center philosophy, discipline procedures, etc. Keep a checklist in the staff's file after hired to list areas that must be covered - check off as the area is covered. After the staff is oriented to each area, they sign a statement saying they understand it. This procedure covers the center - as a matter of protection, particularly important for the probation period. Also viewed as a contract with each other. District managers visited once every three months to check files and tour the center. Checking files for completed forms is a good way to check on follow through on policy procedures. District manager would schedule visit dates or just drop in.

3. Staff meetings are important and should be required. Can be scheduled once a month or every other week. Time to be held depends on the staff but should be scheduled two weeks ahead and at varied times to meet all staff needs. Reflect attendance on evaluations and give incentives to attend - i.e. if the meeting is held once a month and if the individual attends 7 out of 8 meetings, they will get a paid day off.

4. Never combine staff meetings with other centers. It will have too many people and too many interpretations. Problems may only be relevant to one center. Possible to have training workshops together.

5. For centers with a large staff at one site and a small staff at another site, combine the meeting to all meet at one site alternating every other time. This is a good way to boost team morale and see what each site/teachers are doing.

6. Always work the first day in classroom with new teachers more days if necessary. Use a buddy system - new teachers work with ones that have been within the program for a period of time.

7. Staff notes - kept in the staff break room - a notebook everybody can write things in - especially good for part time people, a way for a.m. and p.m. shifts to communicate - good for a problem or to give praise - each teacher initials it so administrators know it was read - to be check daily.

8. Designate a person to be the liaison at each site. This person will receive all information directly.

9. Have teachers attend a parent orientation night at the beginning of the year.

10. Have detailed job descriptions.

11. Schedule observations to document behaviors - especially important for pay raises or termination. Also good for feedback on lesson plans, classroom management, philosophy follow through. Schedule observations but also do surprise visits.

10. Are these goals difficult to maintain without an administrator / manager on site at all times?

    Yes, you need an administrator at each site, part time of full time, who is strong in all areas, particularly goals and philosophies of the program. The person needs to be able to work well with teachers and parents.

11. Other comments?

    Good to have a central substitute list developed.

APPENDIX B

STAFF MEMBER QUESTIONNAIRE

The following areas have been identified as key components in the CCCS philosophy to maintaining consistency in a quality program. Because YOU are the organization in working together with other staff, children and parents, I would like your ideas and opinions.

1. Ideally - do you feel the following areas are being implemented and maintained within the program? Please check yes or no.

AREA 1 - GUIDANCE/DISCIPLINE

Positive reinforcement	yes ____	no ____
Redirection	____	____
Use of the "thinking chair"	____	____
Difficult behaviors	____	____
Other _____		

Comments _____

_____

_____

AREA 2 - CURRICULUM

Learning through play activities	yes ____	no ____
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	____	____
Non-sexist/non-stereotyped activities	____	____
Smooth transition/routines	____	____
Developmentally appropriate activities	____	____
Other _____	____	____

Comments _____

_____

_____

AREA 3 - COMMUNICATION

A. Staff - supportive of volunteers	yes ____	no ____
co-workers	____	____
supervisors	____	____

Comments _____

_____

B. Parents - home visits yes ____ no ____
parent conferences ____ ____
daily interaction ____ ____
informative/positive ____ ____
person-to-person ____ ____
supportive ____ ____
educational ____ ____

Comments _____

_____

C. Children - developmentally appropriate ____ ____
positive yes ____ no ____
on their level ____ ____
self-esteem building ____ ____
individually ____ ____

Comments _____

_____

AREA 4 - TEAMWORK APPROACH

Co-workers yes ____ no ____
Supervisors ____ ____
Volunteers ____ ____

Comments _____

_____

AREA 5 - PERSONAL/PROFESSIONAL DEVELOPMENT

Allow individuality yes ____ no ____
Staff development - workshops ____ ____
staff meeting ____ ____
other _____

Comments _____

_____

What technique has been or do you see as the most effective in assissting you to implement and maintain the CCCS philosophies in the following areas? Please indicate from the following list.

A. workshops in the community
B. employment orientation
C. handouts
D. in-service training
E. staff meetings
F. on the job experience
G. other (please list)

AREA 1 - GUIDANCE/DISCIPLINE

_____ Comments _____
_____

AREA 2 - CURRICULUM

_____ Comments _____
_____

AREA 3 - COMMUNICATION

A. STAFF_____ Comments _____
_____

B. PARENTS _____ Comments _____
_____

C. CHILDREN _____ Comments _____
_____

AREA 4 - TEAMWORK APPROACH

_____ Comments_____

AREA 5 - PERSONAL/PROFESSIONAL DEVELOPMENT

_____ Comments _____

APPENDIX C

COLLEAGUE FORMATIVE EVALUATION #1 AND #2

Dear Colleague:

Attached you will find various written articles that Community Child Care Services uses for beginning and continuing employment practices for new staff members. These materials are designed to assist not only the present staff, but particularly the new staff to be employed at the present or additional child care sites. It is aimed to guide staff at the managerial level, but will be implemented with the actual teachers in the classroom.

Your role in this implementation period is to assess and rate the materials, using your varied knowledge and experience, and provide feedback to further develop and define the materials The following areas have been identified as key components in the organization's philosophy to maintaining consistency in a quality program. Some areas do not yet have written materials developed. These materials will be developed and included for rating with the second formative evaluation. After reading the given materials do you feel new staff could grasp philosophical ideals regarding the following areas and are they represented as: 1) clear 2) vague 3) not represented.

AREA 1 - GUIDANCE/DISCIPLINE

Positive reinforcement	1) ___	2) ___	3) ___
Redirection	___	___	___
Use of the "thinking chair"	___	___	___
How to handle difficult behaviors	___	___	___

Other sub-areas to include: _____

Comments _____

_____

AREA 2 - CURRICULUM

Learning through play activities	1) ___	2) ___	3) ___
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	___	___	___
Non-sexist/non-stereotyped activities	___	___	___
Smooth transitions/routines	___	___	___
Developmentally appropriate activities	___	___	___

Other sub-areas to include: _____

Comments _____

_____

AREA 3 - COMMUNICATION

A. Staff to staff -

supportive of volunteers	1) ___	2) ___	3) ___
co-workers	___	___	___
supervisors	___	___	___

Other sub-areas to include: _____

Comments _____

_____

B. Staff to parents -

home visits	1) ___	2) ___	3) ___
parent conferences	___	___	___
daily interaction	___	___	___
informative/positive	___	___	___
supportive	___	___	___
educational	___	___	___

Other sub-areas to include: _____

Comments _____

_____

C. Staff to children -

developmentally appropriate	1) ___	2) ___	3) ___
positive	___	___	___
on their level	___	___	___
self-esteem building	___	___	___
individually	___	___	___

Other sub-areas to include: _____

Comments _____

_____

AREA 4 - PERSONAL/PROFESSIONAL DEVELOPMENT

Allow individuality	1) ___	2) ___	3) ___
Staff development - workshops	___	___	___
staff meeting	___	___	___

Other _____

Comments _____

_____

APPENDIX D

SUMMATIVE FINAL EVALUATIONS

Dear Staff Member:

As a result of feedback from the questionnaire you filled out in November and working closely with several colleagues in the community over the past two months, the following written materials have been created and/or revised. Please review the following materials for agreement or disagreement that they would be beneficial to our child care organization should we have staff members at several different locations. Please check if you agree or disagree that the following materials for each listed area WOULD SERVE AS A USEFUL PART OF A PLAN TO ENSURE THAT CONSISTENT PHILOSOPHY AND QUALITY STANDARDS WOULD BE MAINTAINED IN THE SPECIFIED AREAS.

AREA 1 - GUIDANCE/DISCIPLINE

	AGREE	DISAGREE
Positive reinforcement	___	___
Redirection	___	___
Use of the "thinking chair"	___	___
How to handle difficult behaviors	___	___

Comments _____

_____

AREA 2 - CURRICULUM

Learning through play philosophy	___	___
Guidelines for weekly cirruculum	___	___
Developmentally appropriate activities	___	___
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	___	___

Comments _____

_____

AREA 3 - GENERAL PHILOSOPHY

A. Staff	AGREE	DISAGREE
- supportive of volunteers	___	___
- supportive of co-workers	___	___
- professional development: through workshops/training	___	___
staff meetings	___	___

Comments _____

_____

AREA 3 - GENERAL PHILOSOPHY CONT.

	AGREE	DISAGREE
B. Staff to children - Communication/interaction:		
developmentally appropriate	___	___
positive	___	___
on their level	___	___
self-esteem building	___	___
individually	___	___

Other sub-areas _____

Comments _____

_____

C. Staff to parents - Communication		
parent conferences	___	___
daily interaction	___	___
informative/positive	___	___
supportive	___	___
educational	___	___
home visits	___	___

Other sub-areas _____

Comments _____

_____

Dear Colleague:

This is it! The final step for you in this master's program is a summative evaluation. I have finalized the revisions on the following materials using MUCH APPRECIATED feedback from you over the past two months. Please check if you agree or disagree that the following materials for each listed area would serve as a portion of a successful approach to maintaining consistent philosophy and standards at multiple child care sites.

AREA 1 - GUIDANCE/DISCIPLINE

	AGREE	DISAGREE
Positive reinforcement	___	___
Redirection	___	___
Use of the "thinking chair"	___	___
How to handle difficult behaviors	___	___

Comments _____

_____

AREA 2 - CURRICULUM

Learning through play philosophy	___	___
Guidelines for weekly cirruculum	___	___
Developmentally appropriate activities	___	___
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	___	___

Comments _____

_____

AREA 3 - GENERAL PHILOSOPHY

A. Staff	AGREE	DISAGREE
- supportive of volunteers	___	___
- supportive of co-workers	___	___
- professional development: through workshops/training	___	___
staff meetings	___	___

Comments _____

_____

AREA 3 - GENERAL PHILOSOPHY CONT.

	AGREE	DISAGREE
B. Staff to children -		
Communication/interaction:		
developmentally appropriate	___	___
positive	___	___
on their level	___	___
self-esteem building	___	___
individually	___	___

Other sub-areas _____

Comments _____

_____

C. Staff to parents -		
Communication		
parent conferences	___	___
daily interaction	___	___
informative/positive	___	___
supportive	___	___
educational	___	___
home visits	___	___

Other sub-areas _____

Comments _____

_____

Dear Board Member:

The following materials represent key components to the quality aspects of the CCCS program. After working closely with staff members and colleagues in the community, the materials were assessed and revisions made. To complete this master's program, your role is to complete a summative evaluation. I would appreciate your time in reviewing these materials to EVALUATE AND CHECK IF YOU AGREE OR DISAGREE THAT THEY WOULD SERVE AS A PORTION OF AN APPROACH TO MAINTAINING CONSISTENT PHILOSOPHY AND QUALITY STANDARDS AT MULTIPLE CHILD CARE SITES. Please disregard the fact that: we have a goal setting retreat scheduled which may mean changes in some of the areas (it's on the computer so changes can be made easily); and that the board has decided it is not feasible to expand to multiple child care sites.
I would like to have these returned ASAP this week, but I must have them no later than the retreat on Saturday to be able to complete my final report on time. Thank you! Please call if you have questions (329-2074 or 329-2861).

AREA 1 - GUIDANCE/DISCIPLINE

	AGREE	DISAGREE
Positive reinforcement	___	___
Redirection	___	___
Use of the "thinking chair"	___	___
How to handle difficult behaviors	___	___

Comments _____

_____

AREA 2 - CURRICULUM

Learning through play philosophy	___	___
Guidelines for weekly curriculum	___	___
Developmentally appropriate activities	___	___
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	___	___

Comments _____

_____

AREA 3 - GENERAL PHILOSOPHY

A. Staff	AGREE	DISAGREE
- supportive of volunteers	___	___
- supportive of co-workers	___	___
- professional development: through workshops/training	___	___
staff meetings	___	___

Comments _____

_____

AREA 3 - GENERAL PHILOSOPHY CONT.

B. Staff to children - Communication/interaction:	AGREE	DISAGREE
developmentally appropriate	___	___
positive	___	___
on their level	___	___
self-esteem building	___	___
individually	___	___

Other sub-areas _____

Comments _____

_____

C. Staff to parents - Communication		
parent conferences	___	___
daily interaction	___	___
informative/positive	___	___
supportive	___	___
educational	___	___
home visits	___	___

Other sub-areas _____

Comments _____

_____

APPENDIX E

THE PLAN FOR INSURING CONSISTENT IMPLEMENTATION AND MAINTENANCE OF PHILOSOPHY AND QUALITY STANDARDS AT MULTIPLE CHILD CARE SITES

After the new staff member is hired, managerial staff will use the following techniques and materials to ensure the philosophy and quality standards are implemented and maintained.

* Orientation period - the following materials will be introduced and discussed at the specified prescheduled times. (Appendix F)

* The new employee will work with a staff member who has been employed in the program for a minimum of two months.

* Staff meetings will be conducted as described the Staff Meeting General Information (Appendix G.) New staff members will have an opportunity to be the weekly leader after a minimum of six weeks of employment.

* Observations will occur a minimum of four times in the first two weeks of employment. At the end of two weeks employment, the feedback meeting will occur.

* Observations will occur at regularly scheduled intervals or as requested or as seen necessary. These observations will be followed by brief written feedback to the teachers and a meeting if necessary.

* In-house staff training workshops will be scheduled at least on time every two months. Topic will be chosen as requested by staff or as seen needed by managerial staff. The workshops can be given by individuals from the community or staff members.

APPENDIX F

WRITTEN MATERIALS

GUIDANCE/DISCIPLINE GUIDELINES

The center's daily schedule, curriculums, classroom arrangements and staff members are chosen to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. Positive, guiding communication with each child is our primary practice to help children develop a sense of independence, confidence and competence in their own abilities to get along with peers, adults and the classroom activities. The teacher's response to a child's behavior should focus on redirecting the inappropriate actions and allowing the child's self respect to remain intact. Suggestions follow regarding specific areas of guidance and discipline.

Positive Reinforcement

Children's appropriate and positive behaviors should be recognized and affirmed daily. This can be done verbally with positive phrases and non-verbally with smiles, hugs, a warm touch, etc. Other special items such as stickers, stamps, helper for the day, etc. can also be used. (See following page for more specific suggestions.)

Redirection

If a child's inappropriate behavior or a difficult situation is caught before someone or something is hurt, redirecting the child to another toy, situation, child, etc. will often be all that is needed. The child can learn from explanation, modeling of a neutral reaction to a particular behavior, and then moving to another interaction.

Thinking Chair / Time Out Chair

The "thinking chair" or time-out involves removing a child from the situation following an unacceptable behavior. It is most appropriate for children ages 36 months through 6 years. The place should be a neutral or unstimulating place to sit (where there are no toys, etc. to play with), but NOT a dark scary place. This place may or may not be in the classroom.

1. Following an inappropriate behavior, the teacher should say once "you need to sit in the thinking chair and think about ....." The child may need gentle assistance to the chair.

2. When the child is quiet, start the timer (a small kitchen one with a bell). The rule is one minute for each year of age up to five minutes. If the child is screaming, crying or off the chair, the timer needs to be reset.

3. After the child has been quiet and seated for the required amount of time and the timer has rung, go to the thinking chair. Ask the child if he is ready to return to the classroom, activity, etc. and if he is ready to talk with you about the behavior he is in time-out for. An appropriate verbal response is needed. If he is not, reset the timer. Repeat the above procedure

4. After the time-out is completed, talk with the child about the situation that occurred and what could have happened that would have been appropriate. Modeling works well here! Use words the child will understand and be kneeling on his level. When both the child and adult have completed their discussion, the child can return to the classroom or activity with a "clean slate". Remember to look for a positive action and praise it five minutes after the time out.

Difficult Behaviors

The program is responsible for the well-being of all children in a large group setting and cannot meet the needs of every child. When one child requires more attention than is feasible due to difficult inappropriate behaviors, the head teacher and classroom teachers will meet to discuss a plan of action. Following, a parent-teacher conference will be scheduled. Possible causes for continued difficult classroom behaviors can be discussed and a team solution can be formulated. Professional consultation or evaluation may be necessary and suggested as a portion of the plan. Occasionally, the needs of a child with serious behavioral problems cannot be adequately met, and the head teacher/director will determine if it is necessary to terminate child care services. This is done only after lack of parent support and careful consideration of the many alternatives that can be used. Behaviors should be documented by the teachers/head teacher.

Further Guidance Suggestions

* Teachers should model appropriate language and interactions between other children and adults.

* Encourage children to "use their words" to explain what they want, need and how they feel. (Modeling is very important!)

* Assess your own expectations of a child. Are they realistic for a child of that age?

* Set simple rules and limits that are appropriate for the stage of development. Introduce the rules a few at a time. Don't change the rules unless absolutely necessary.

* Be consistent! in rules, requests, routines, etc.

* Be aware of your tone of voice. Respond calmly and the child will be calmer. Speak softly - a soft voice often carries more strength than a loud one. You can still be firm in a soft voice.

  Walk across the room to tell a child something vs. yelling across the room.

* Use pleasant requests rather than scolding ("please pick up the blocks" vs. "get those things picked up right now").

* Encourage the child rather than discourage ("you can do it" vs. "is it too hard?").

* Give specific directions in simple terms rather than general, lengthy ones.

* Use substitute suggestions and alternatives that s/he can do rather than negative commands (use this ....." vs. "don't do that!).

* Try to foresee a situation before it occurs. Place yourself strategically in the classroom so you can see all areas and children. Be aware of specific children that have challenges together, with certain equipment or a particular time of the day. Plan a new strategy that will PREVENT the challenge.

* Do label the behavior - don't label the child ("hitting Erin hurts him" vs. "your a bad boy") The behavior was inappropriate but the child is still ok.

* Do acknowledge feeling. ("I realize your angry with John because he ....., but it's not ok to kick him. You can kick this tire if you're angry").

* Use warning times - a bell, a flick of the lights, a song, etc. - to let the children know what will be happening next and give them time to finish what they are doing and be ready to move on. Some children need a little time, some need alot.

* Give the children choices. If they are in control of their actions, they are more likely to complete them. This also encourages independence and thinking skills.

* Don't discuss the child in the presence of the child or other children or adults.

* Get down on the child's level when talking with him/her - squat, kneel or sit on the floor or in a low chair.

* Try to ignore behaviors that are not hurting the child, other children or property.

**** Above all, have fun and enjoy yourself and the children!

CURRICULUM GUIDELINES

The main goal for the children at CCCS is that they "learn through play". By "learning through play", children will develop a variety of vital skills by experiencing a combination of hands-on activities. The program serves children with a wide range of capabilities, developmental levels, past experiences and life situations. Activities should be geared toward meeting the level or situation at which children are presently functioning. As the adults act as facilitators in the classroom setting, children will have a chance to construct their own foundation upon which their knowledge will be built. The curriculum plays a major part in the program goal to meet the physical, social, emotional and cognitive development of young children.

Guidelines for weekly curriculum:

* BALANCE - for teachers - active and quiet activities alternated each day
  - activities from all curriculum / developmental areas (given following)

* THEMES - child oriented, child's interests, concrete ideas .... as relating to events, situations, occurrences happening NOW or in the near future. Build a focus on the child's world - family, community, etc.

* CHILD FOCUSED ACTIVITIES - learning through exploration. Will the children do the activity or will teachers have to do the majority of it? There should not be a "right" way to do the activity or a model to follow. The child is the creator!

* Teachers alternate being responsible for the "Today We" or "This Week We" sign. The sign should give the parents the weekly activities in terms they will know and can glance at briefly. To be posted in the front hallway.

* Use resources such as available books, past curriculum files, teacher oriented magazines, other teachers, parents, community resources, etc. Exciting, new ideas to keep children involved will keep them out of trouble!

* Are activities multi-ethnic or from a variety of cultural backgrounds? Are activities non-sexist and non-stereotyped?

  - can boys join in washing babies or cooking activities? can girls work with hammers and saws or pretend to be a fireperson?

* When listing activities on the curriculum, be specific. i.e.

  - painting with string, marbles, brushes, etc. versus just painting.

  - making masks - what type of masks?

  - specify props to be used with blocks or dramatic play - i.e. blocks with ... animals, small cars, hats, etc. dramatic play ... bakery, shoe store, grocery, etc.

* Turn in the planned curriculum to the head teacher two weeks before planning to implement. The Head Teacher will write comments for suggestions, changes or any questions. Please return back to the Head Teacher with comments, new ideas, etc. or talk with her/him personally about the ideas.

* Include a shopping list of items needed that can be purchased at the grocery store or food bank. The Head Teacher will approve the items or give suggestions for alternatives. Teachers are responsible to let the cook now the needed items the week before the curriculum is to be implemented.

* DEVELOPMENTALLY APPROPRIATE - What is the developmental level of your class? What is the individual learning pattern of each individual child? Is there more than one level to accommodate? Are the children ready for or are they beyond the activity? Is the activity fun... or is it too frustrating?

* LEARNING THROUGH PLAY - activities versus academically oriented activities. The activities should emphasize an interactive process with active exploration. Are the activities fun and enjoyable? No dittos or xeroxes!

CURRICULUM/DEVELOPMENT AREAS

Try to include one activity from each area, each week to give the children and yourself a balanced curriculum. Some areas overlap on can be combined.

* Small motor/manipulatives - strengthening of hand and finger muscles. Promotes hand/eye coordination, pre-reading and pre-writing skills.

* Gross motor - strengthening of large body muscles. Develops balance, body and spatial awareness, improve physical fitness and body coordination.

* Language - to develop to skills of listening, speaking, pre-reading and pre-writing. Learn the verbalization of feelings to others and classification and description of the environment.

* Self-concept/social - gain awareness of self and others. Learn to express and accept feelings of self and other positively encourage cooperation, not competition, and sharing.

* Cognitive - ability to think, understand and reason. Developed through interactions with others and the environment. Promotes skills such as sequencing, classification, cause and effect relationship, labeling, matching, memory and problem solving.

* Dramatic play - rehearse real life situations, act out feelings, fears and dreams in a safe, non-threatening environment where the child is in charge.

* Art/creativity - opportunity to express the self through a variety of media and exploration of materials

* Sensory - opportunity to develop the senses of sight, touch, taste, smell and sound through direct experiences with a variety of materials.
* Science - exposure and experience with their surrounding environment.

* Blocks - experiences in spatial awareness and math concepts. An opportunity for self-expression and role playing

* Cooking/nutrition - exposure to a variety of foods including multi-cultural dishes. Develop self help skills such as stirring, pouring, use of utensils and measuring. Develop science and math concepts and positive health/hygiene habits. Foods should be nutritious - low-sugar, low-fat, low-salt, etc.

CURRICULUM IDEAS

These are ideas from each curriculum/developmental area to get you started. Many of the areas overlap. Feel free to expand on these areas! Don't limit yourself to these activities only!

SMALL MOTOR

puzzles
pegs
stringing
beads/noodles
spreading
button/zipper/snap
boards
hole punching
lacing cards
playdough
cutting
bristle blocks
leggos
lincoln logs
nesting cups
magnet
letter/numbers
stencil tracing
peg boards

GROSS MOTOR

cars
trikes
balls
hoops
parachute
balance beam
dancing
exercise
body movement
woodworking/saws,hammer,etc. with wood/styrafoam
crawl tunnel
bowling
twister
tumbling mats
pounding benches
rocking boat/stairs
bean bags
tires/innertubes
boxes

DRAMATIC PLAY

store
restaurant
families/house
flower shop
shoe store
bakery
doctor/dentist
meals
office
post office
camping
beauty shop/barber
seasonal - winter, etc.
trains or cars with boxes

LANGUAGE	ART/CREATIVITY	SENSORY
dough board	easels	mustard/ketchup
story enders	watercolors	pictures
puppets	collage with:	sand
flannel stories	magazines	water
songs	beans	goop - with
fingerplays	noodles	cornstarch
tape recorded	material	jello
voices	wood scraps	flour
peep pictures	spices	salt - regular and
books	paints	rock
dramatic play	scissors	beans
sensory/art	glue	pasta
activities	paper	cornmeal
making books	crayons	cereals/grains
following	melted crayon	playdough
directions games	pictures	feely box
	painting with:	sound jars
	paint brushes	smell jars
	kitchen	blind walks
	brushes/scrubbers	finger painting
	vegetable prints	
	fingers	
	chalk and boards	
	karo syrup	

SCIENCE

care of:
 plants
 animals
 environment
hot/cold
soft/hard
light/heavy
magnets
shells
pine cones
feathers
sink/float
coloring mixing
cooking
experiences
body concepts
magnets
scales
magnifying glasses

COGNITIVE

lotto
matching
color mixing
dominoes
number and letters
scales

BLOCKS

small unit blocks
with:
small cars
roads
farm set
fisher price
people/building
sets
trains
dinosaurs
large blocks

MUSIC

instruments
records
rhythm patterns
dancing

COOKING/NUTRITION

aggression cookies
cutting vegetables
seasonal fruits
and vegetables
salads
sandwiches
breads/grains
ice cream/butter

FIELD TRIPS

* places in the community via Citifare Bus or individuals can come to the center
bakery
ice cream shop
diary
bus ride and terminal
airport
train station
farm
parks
grocery store
pet store
hospital/ambulance
police officer
fire station
bowling alley
science building (UNR)
fish store
planitarium
library
senior citizen's center
florist/plant shop

GENERAL PHILOSOPHY

Community Child Care Services' (CCCS) major purpose is to provide affordable, quality child care to low and moderate income working families.

Our goals include supporting and nurturing each family enrolled in the program to assist them in successfully fulfilling their desired goals, accomplishments and successes.

In order to fulfill these goals, employees and volunteers in the program must be individuals with patience, understanding, and respect for the different families we provide services to.

CCCS gives priority to families needing full time care for children ranging in age from 12 months through 6 years old. It is expected that persons desiring to be involved in the CCCS program understand the importance of consistent and quality caregiving, and will, therefore, put forth every effort possible to be reliable and dependable to the children, parents and co-workers.

Discrimination

CCCS does not discriminate on the basis of sex, color, race, religion, national origin, or ancestry in hiring employees or recruiting volunteers.

Hours of Operation

CCCS is open between the hours of 7:30 a.m. and 6:00 p.m., Monday through Friday. Shift positions are varied dependent upon what meets the needs of the CCCS program most efficiently.

Health Qualifications

All persons in contact with the CCCS children must be mentally and physically healthy and of suitable temperament to work without the recourse of physical punishment or psychological abuse.

All persons must have upon beginning as a CCCS staff member (or must have scheduled an appointment within 3 working days):

* proof of a current physical or a statement of good health signed by a physician or registered nurse, and
* a current (with the last 3 years) T.B. test result.

Sheriff's Card (Work Permit)

All employees shall obtain a work permit from the Sheriff's Department within 3 working days of beginning employment. A signed hire slip will be issued by the Director/Head Teacher upon hiring to be used to obtain the Sheriff's Card. After 2 months of successful employment, CCCS will reimburse the employee for half the cost. Receipts must be returned to the Head Teacher and will be kept in the employees's file until the sheriff's card arrives and for reimbursement purposes.

Volunteers are not required to obtain sheriff's cards. However, volunteers without permits cannot be left alone with the children. Volunteers will be fingerprinted at CCCS by the Head Teacher. The fingerprint card will be sent to the State of Nevada Highway Patrol Criminal Services Division for a background check.

Dress Code

CCCS prides itself in being a "model" program for quality toddler and preschool program. Subsequently, the employees and volunteers need to reflect the professionalism of the program through appropriate attire. Clothing should be clean, comfortable, neat, and practical. Restrictions include but are not limited to: "sweat" or gym attire, inappropriate length of shorts or skirts, and shirts above the waist line of pants, skirts or shorts. Staff members will be notified by supervisors if their attire is inappropriate.

Time Cards

Accurate time cards are to be filled out, signed and turned in to the Director/Head Teacher at the end of each bi-monthly pay period.

Board of Directors / Meetings

CCCS is governed by a volunteer Board of Directors which meets once a month at a predetermmined location and time. Interested individuals are encouraged to attend the meetings. Board meeting minutes are available for review on the staff bulletin board.

Accident Report Forms

Teachers are responsible for filling out an "accident report" for individual children involved in ANY type of accident. The reports (the original and a copy) must be reviewed and signed by the Director/Head Teacher before the original is given to the parent and the copy is placed in the child's file. (The form should be completed and signed during the day the accident occurs.)

Emergency Procedures

In the event of an emergency, if possible, immediately notify the Director, Head Teacher, or designated person in charge. A FIRST AID KIT is located in each classroom.

Remain calm and in control. Dial 911 and proceed with appropriate emergency measures. Review the attached references in regard to fire drill procedures and first aide measures. Fire drills are conducted once a month.

Staff Training

All teachers must meet minimum training requirement as stated by Washoe County Department of Social Services. Every caregiver must have three clock hours of training annually and verification of this training contained in his/her personnel file at the facility. Verification can include certificates, letters from the sponsoring organization, or college transcripts. Verification should indicate the name of the person attending, title of the course, date and the number of hours attended. Newly hired employees must attend an approved course of training during the first six months of employment. Requirements may be satisfied by taking educational courses seminars or workshops approved by the Department of Social Services. When funding allows and approval is gained from the Director prior to a seminar or workshop, the cost of the course may be paid partially or fully by CCCS.

CCCS supports individuals in furthering their education and experiences. Every effort will be made to make staff members aware of classes, workshops or seminars that might be of interest to them. If feasible and pre-arranged, class schedule considerations or substitute arrangements will be made to accommodate an individuals requested work schedule.

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Staff Meetings

Weekly staff meetings are held during naptime once a week at a predetermined time. All employees are required to attend and are encouraged to participate in the meetings. Staff meetings are a good opportunity to: a) aid in the input and dissemination of information regarding procedures in the program; b) discuss present and future "learning" units; c) to assist in the solution of a challenge; d) communicate and provide a means of adult support; f) focus on special training topics. This cooperative effort helps to insure consistency and continuity for the program and the children and families served within it.

Feedback Meetings

The Head Teacher will have an initial two week feedback meeting with all teachers and volunteers; as well as regularly scheduled feedback meetings thereafter to occur approximately every two months. The purpose of these meetings is to discuss any concerns, suggestions, constructive criticism, ideas or individual accomplishments, etc. They are usually scheduled by the head teacher but can also be requested by an individual staff member.

Staff Interaction

Cooperation and team effort are a key component in the center's quality program. Staff members from each classroom are encouraged to get to know each other. Each individual has much to offer the team, and sharing of knowledge, experiences, etc. is urged. Adult support is important and is fostered through staff meetings and the general atmosphere. At the same time, it is important to respect each individual's identity and right to privacy. Remember, the relationships you build with your co-workers will reflect in your interactions with the children and parents.

Specific Duties

Descriptions of individual classroom procedures as well as specific teacher roles and duties are attached and will be discussed during the orientation period.

Volunteers

Volunteers are an important part of the CCCS program. Their roles will vary depending upon their reason for volunteering and their background and experience with children. Various reasons for volunteering include: to have on-the-job training for youths and for clients from Washoe Association for Retarded Citizens; fulfill required court hours for the United Way Alternative Sentencing program or credit hours for UNR/TMCC/high school classes; or to constructively fill extra hours an individual may have.

Interactions with volunteers should be supportive just as with other individuals. Use your discretion regarding the confidentiality of situations with the children and families. Concerns or feedback regarding working with volunteers should be directed towards the head teacher.

Children's Education Program

CCCS has an educational preschool program with the focus on developmentally appropriate, learning through play activities. Emphasis is placed on helping the children develop a positive self esteem. Each teacher is assigned individual children and is responsible for completing developmental testing on each child after six weeks of that child's enrollment. Results of the testing are used to plan an individualized curriculum that will promote maximum growth of each individual child. (This area is detailed on the curriculum sheet).

Basic Guidelines for Guidance and Discipline

Basic guidelines for guidance and discipline techniques for employees to follow when working with the children are attached and will be discussed upon employment.

Interaction with the Children

Levels of interaction are variable depending upon the designated role of the teacher or volunteer. The basic philosophy towards WORKING WITH the children is one of warm, positive support. It is important to be genuine in your interactions, especially praise. Further guidelines for interaction with the children are discussed in the Guidance/Discipline Guidelines.

Confidentiality

All children and parents involved in the program deserve their right to privacy. Therefore, discussion about CCCS families and other sensitive matters are confidential and must remain within the facility and be shared only with appropriate persons.

Parent's Involvement / Communication

Positive, open and friendly interactions with the parents are a vital part of the CCCS program. Parent communication occurs in various ways including personal contact, monthly newsletter, "This Week We" board, notes on parent clips, home visits or parent conferences. It is appropriate to inform parents of daily occurrences, routines, activities, accidents, field trips, etc. and seems much more personal when you know their first name. Try to give the parents positive comments regarding their child's day unless the child's day has been out of the ordinary (i.e. loss of appetite, particularly moody, feeling ill, etc). If a particular challenge is reoccurring and is of concern to the teachers, the head teacher must be informed. A discussion on the appropriate interaction and course of action to be taken will be determined.

Parents are also required to participate in some way in the CCCS program for 3 hours every 4 months. They can fulfill their "parent involvement hours" in various ways including spending time in the classroom, helping with fundraisers or work days; using their skills for a particular project; taking items home to repair or prepare for the classrooms; going on field trips; etc. If you have a particular project in mind a parent may be interested in, please see the head teacher for approval and to make necessary arrangements.

Familiarization

New persons to the program are encouraged to explore the facility to become aware of where educational information, equipment and supplies are located. Persons using equipment or supplies are expected to return them to the designated place or clean up as needed.

Within the kitchen, staff members need to explore to see where food, utensils, plates, food equipment, and cleaning supplies are kept. They also need to learn how to operate the different kitchen appliances. Required sanitary and food handling procedures must be learned and followed. Questions can be directed to the cook, head teacher or other staff members.

Meals

Teachers and volunteers are encouraged to share the meals provided to the children to provide some quality role modeling of appropriate table manners and discussion of foods being served. If your food choices are not the same as the food being served, you are welcome to bring your own choice of food providing it is a nutritious meal or snack. Those foods inappropriate to be eaten in the presence of the children (cookies, chips, candy, etc.) should be eaten outside of the classroom or when the children are not present in the classroom or sleeping. Sodas should be drank from a container other than the bottle or can it is sold in. If questions arise concerning food available or served, speak with the cook or head teacher.

Facility Tour

A brief tour of the facility will be given at the time of beginning work. Individuals are encouraged to explore all areas of the facility.

HOME VISITS

Reasons for Making Home Visits

1. To share and exchange information, concerns, etc. with the parent(s) about the child, the family and the day care center. This includes discussing a child's abilities/skills, areas of concern (parent and staff), community resources, child development, guidance/discipline techniques, a parent's area of interest, etc.

2. To foster communication between the home and the child care center.

3. To let families know that the staff is interested and concerned about each child, as well as other family members, as individuals (positive self concepts!)

   The above reasons are general. Each home visit MAY have a specific objective other than the above.

Points to Remember about Home Visits

1. When possible, talk directly with the parent when setting up the visit. Explain to the parent that the staff members are doing home visits and that you would like to visit their home. Give the parents several choices of days and times that you are available OR ask the parent when a visit would be most convenient. Please - set up the visit a few days in advance.

2. If a parent appears to feel uncomfortable with the idea of home visits, go slowly and be understanding. Some parents may feel reluctant about home visits because:

   a. The house is a mess and the parents do not want teachers to see their housekeeping.

   b. Parents are fearful that teachers will judge them and get bad impressions.

   c. Teachers are intruding on the privacy of the parent's lives.

   d. The family culture or way of life may be so different that the teacher would never understand it.

   e. Parent's past experiences with home visits are all negative. If the teacher comes over, it's only because the child has been bad.

f. Parents do not see any real value in teacher visits.

g. Teachers try to change the parents and tell them how to be better with their children.

h. Parents are too busy to bother.

(Taken from "Parents and Teachers: A Resource Book for Home, School and Community Relations."

3. Complete the attached home visit form in cooperation with your co-teacher before the visit.

4. Talk with the Head Teacher about your impending home visit; points to discuss, concerns, etc.

5. Compile any handouts you plan on sharing with the parents.

6. Remind the parent about your visit the day before it is to occur.

7. Remember to take the address, phone number and home visit sheet to the home visit.

8. Know what you want to discuss or share with the parent, but be flexible! You may find that the parent/family has other needs, concerns, etc. LISTEN to what the parent(s) is saying and try to understand or empathize. Clarify their feelings (concerns about discipline, the child care center, money, divorce, etc.)

   Be ready to share at least one positive aspect about the child.

9. Share an activity idea, a developmental skill and/or a guidance booklet with the parent - when and if appropriate. Take these materials with you - but, share them at appropriate times -if the parent seems concerned. Activity ideas can almost always be shared.

10. Arrive at the home visit on time.

11. After the visit, be sure to complete the home visit form. Add any information that may have been discussed, etc. Give the form to the Head Teacher to be placed in the child's file.

    The visit is meant to be a time of relaxed conversations and sharing positives about the child. Remember to smile and enjoy yourself!

COMMUNITY CHILD CARE SERVICES, INC.

HOME VISIT FORM

CHILD _____ DATE _____

BIRTHDATE _____

PARENT(S) _____

SIBLING(S) _____

STAFF _____

SPECIAL INTERESTS OF THE CHILD:

SPECIAL FRIENDS:

STRENGTHS OF CHILD AS SEEN BY TEACHER(S):

CONCERNS, SUGGESTIONS, ETC. EXPRESSED BY PARENT:

CONCERNS, SUGGESTIONS, ETC. EXPRESSED BY TEACHER(S):
(Areas staff is working on with the child)

MATERIALS (IF ANY) GIVEN TO OR PROMISED TO THE PARENT:

OTHER:

APPENDIX G

STAFF MEETING GENERAL INFORMATION

1. Meetings are scheduled for Tuesdays, 2 p.m. to 3 p.m. sharp. Teachers putting children to sleep are welcome to join as soon as they are available. The meetings will begin promptly.
2. Topics for discussion are to be written on the STAFF MEETING form prior to the meeting each Tuesday.
3. Leadership will rotate through all staff. The leadership role includes:

    - starting and ending the meeting on time
    - keeping the group on task
    - facilitating discussion to include the entire agenda within the one hour limit
    - placing update notes on next meeting form
    - rescheduling unfinished business for future meetings
    - absent staff members will be responsible for asking the staff leader about staff meeting content and decisions

    In the event that the staff leader is unable to attend the meeting promptly at 2:00, Kerri will begin the meeting until the designated staff is available. When the designated staff leader is available, she/he will take over leadership of the meeting. Teachers will rotate being in the classroom with the children, per each classroom, when necessary.
4. One person will answer all phone calls during each meeting. This responsibility will rotate through all staff.

5. **GAME:** A cooperative game meeting the goals of having fun together, team building, and a resource for using with the children. Staff members will need resources and training in cooperative games in order to continuously facilitate cooperative games.
6. **NEW & GOOD:** This is an opportunity to share exciting new and/or good news about the organization or personal changes.
7. GENERAL ANNOUNCEMENTS - CALENDAR: Meetings, seminars, workshops, etc. affecting the daily schedule or of general professional or community interest.
8. **WEEKLY TOPIC:** A predetermined topic that is of general interest to the business.
9. **WEEKLY UPDATE:** Status report for each area of responsibility including: significant activities, and problem areas.
10. **NEW BUSINESS:** New topics/information that need attention.
11. **ACKNOWLEDGEMENTS:** An opportunity to acknowledge and appreciate others as well as yourself (i.e. accomplishing a personal goal).
12. **LEADER FOR NEXT MEETING:** May be chosen in a variety of ways.

1/89

COMMUNITY CHILD CARE SERVICES

S T A F F M E E T I N G

DATE_____ LEADER_____

1. GAME

2. NEW & GOOD

3. GENERAL ANNOUNCEMENTS - CALENDAR

4. WEEKLY TOPIC

5. WEEKLY UPDATE: SEE REVERSE SIDE

6. NEW BUSINESS

7. ACKNOWLEDGEMENTS

8. LEADER FOR NEXT MEETING _____

5. WEEKLY UPDATE:

KITTY CATS

TEDDY BEARS

SNUGGLE BUNNIES

KITCHEN

OFFICE

APPENDIX H

BOARD INTRODUCTION INFORMATION

WHAT: Keri's practicum project for a master's degree in Child Care Administration from NOVA University.

"Initiating and Maintaining Consistent Philosophy and Quality Standards at Multiple Child Care Sites"

Five identified key components for the CCCS quality program

1. guidance/discipline
2. curriculum
3. communication
   a. staff
   b. parents
   c. children
4. teamwork approach
5. personal/professional development

The required ten week implementation period involves:

* a staff questionnaire regarding the identified key components
* colleague formative feedback and a summative evaluation regarding the key components
* revision or initiation of philosophical statements in the 5 key areas
* continued research of broad base management organizations
* staff workshop
* a summative evaluation by the Board

Individuals involved:

* staff members - beginning feedback on their employment process and a final evaluation regarding the developed plan
* colleagues - with a child development background and supervisory experience - for formative and summative evaluations
* board members - for initial approval of the project, a possible sub-committee to give formative feedback if desired, and a final summative evaluation

Time Line

* already occurred - a questionnaire to the staff members regarding initial employment procedures and their perception of current implementation and maintenance of the 5 key areas
* Nov. 21-25 - colleague formative feedback
* Nov. 28 - Dec. 2 - staff workshop
* Dec. 5-9 - 2nd colleague formative feedback
* Dec. 12-16 - continued research and revision of 5 key area
* Dec. 19-23 - apprise the Board of progress and upcoming steps at the board meeting
* Dec. 26-30 - staff and colleagues complete summative evaluations
* Jan. 2-6 - board members complete summative evaluations
* Jan. 10-23 - revise and complete final report and submit to NOVA for approval
* Jan. 23-27 - complete any suggested revisions from advisor or NOVA
* Jan. 31 - celebrate! or sleep ZZZZZZZZZZZZZZ!

APPENDIX I

STAFF MEMBER QUESTIONNAIRE TALLY

The following areas have been identified as key components in the CCCS philosophy to maintaining consistency in a quality program. Because YOU are the organization in working together with other staff, children and parents, I would like your ideas and opinions.

1. Ideally - do you feel the following areas are being implemented and maintained within the program? Please check yes or no.

AREA 1 - GUIDANCE/DISCIPLINE

	yes	no
Positive reinforcement	8	1
Redirection	9	0
Use of the "thinking chair"	6	2
Difficult behaviors	4	1
Other _____	3	

Comments - not sure if the thinking chair is working; don't use time out for young children; need more info on difficult behaviors-process of identifying and seeking services is too long; focus more on the "good" kids giving them more positive reinforcement; need alternatives for the child with behavior problems; is it a thinking chair or time out chair?

AREA 2 - CURRICULUM

	yes	no
Learning through play activities	9	0
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	9	0
Non-sexist/non-stereotyped activities	10	1
Smooth transition/routines	8	1 0
Developmentally appropriate activities	9	1 0
Other multicultural, safety	1	1

Comments - also include language; lots of time and imagination are spent to develop projects to develop child's skills and curiosity; the curriculum area is good, well balanced and creative; transitions could be easier; need more multicultural dolls and posters

AREA 3 - COMMUNICATION

A. Staff - supportive of	volunteers	yes	10	no	0
	co-workers		8		1
	supervisors		9		0

Comments - you need to enjoy someones company and get along with them in order to work for or with them; supervisors are very supportive; need more and better communication between co-workers; p.m. staff are weak together

B. Parents -	home visits	yes	7	no	3
	parent conferences		9	1	0
	daily interaction		10		0
	informative/positive		10		0
	person-to-person		8		0
	supportive		9		0
	educational		9		0

Comments - especially important to get along with parents; make home visits mandatory; get more parent involvement; try to find work time for home visits; make sure home visit info is shared, but in a censured manner; home visits are a weak area

C. Children -	developmentally appropriate		6		1
	positive	yes	9	no	1
	on their level		8		1
	self-esteem building		8		1
	individually		7		

Comments - like to have more individual time vs. large groups; need more positive interaction focused on self esteem building at the child's level and as their friend; all children are different and should have their own IEP

AREA 4 - TEAMWORK APPROACH

Co-workers	yes	9	no	1
Supervisors		10		0
Volunteers		10		0

Comments - staff are encourage to participate at all levels, even with the board which fosters effective networking;

AREA 5 - PERSONAL/PROFESSIONAL DEVELOPMENT

	yes	no
Allow individuality	7	1
Staff development - workshops	8	0
staff meeting	7	0
other - self-esteem		

Comments - always provides info for workshops - sometime $; would be helpful if could provide more $; provides evaluations; workshops are helpful to get new ideas from others

What technique has been or do you see as the most effective in assisting you to implement and maintain the CCCS philosophies in the following areas? Please indicate from the following list.

A. workshops in the community
B. employment orientation
C. handouts
D. in-service training
E. staff meetings
F. on the job experience
G. other (please list)

AREA 1 - GUIDANCE/DISCIPLINE

specific examples for situations are very helpful; orientation let me know that I liked the CCCS philosophy and would like to be working as a part of the team; younger teachers are not always consistent; on the job experience works best for me;

F.-3; D.-2; E.-2; B.-1; G.-1

AREA 2 - CURRICULUM

on the job experience, handouts and other teachers at the center; written daily schedules also help to maintain your class; learning by doing and watching others are best for me; lots of materials available is great too

F.-3; D.-2; E.-1; A.-1; C.-1

AREA 3 - COMMUNICATION

A. STAFF - staff meetings; working together; openess is the key component

E.-4; D.-2; A.-1; F.-1; G.-1

B. PARENTS - on the job experience works as you deal with each parent; need to focus more on ways to communicate with parents; let them know you as a teacher and a person

F.-3; D.-1; G.-1

C. CHILDREN - on the job experience, you learn from your mistakes

A.-2; D.-2; E.-2; F.-2; G.-1

AREA 4 - TEAMWORK APPROACH

employment orientation

B.-1; D.-1; E.-1; G.-1

AREA 5 - PERSONAL/PROFESSIONAL DEVELOPMENT

workshops

A.-2; G.-2; F.-2; E.-1

TEACHER FEEDBACK FROM MEETING REGARDING QUESTIONNAIRE

AREA 1 - "Difficult behaviors" not clear on meaning; process we use now is not effective - too long, not set time period, teachers should not be responsible for behavior documentation; need a quick behavior checklist; could use ages and stages and or areas from the Denver Developmental Screening Test to compile a list.

- could make another type of questionnaire for toddler teachers; i.e. they don't use time out or the thinking chair.

AREA 2 - have a pre-set curriculum developed for the first week for the various age groups.

- safety procedures could be under this area.

- IF POSSIBLE -good to have new person do curriculum with person leaving one week BEFORE beginning the job

AREA 3

A. Staff meeting are very important to everything about the center.

B. Home visits are not done - not a priority - do lots of what purpose of home visits are about by just every day interactions, i.e. education. Need extra pay for these visits - very time consuming and hard when tired after working all day with the kids.

APPENDIX J

FINAL STAFF EVALUATION SUMMARY

STAFF EVALUATION TALLY

AREA 1 - GUIDANCE/DISCIPLINE

	AGREE	DISAGREE
Positive reinforcement	9	0
Redirection	9	0
Use of the "thinking chair"	9	0
How to handle difficult behaviors	9	0

Comments - agree to introduce information before or on the the first day of employment.

AREA 2 - CURRICULUM

Learning through play philosophy	9	0
Guidelines for weekly cirruculum	9	0
Developmentally appropriate activities	9	0
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	9	0

Comments - this area could be introduced the first day (or at least given to before employment; hands-on is the best way; listed activities are a good source of resources for new and continuing staff; keep staff aprised of new resources - subscriptions to various materials as well as pay for staff to attend local workshops.

AREA 3 - GENERAL PHILOSOPHY

A. Staff	AGREE	DISAGREE
- supportive of volunteers	_9_	_0_
- supportive of co-workers	_9_	_0_
- professional development: through workshops/training	_9_	_0_
staff meetings	_9_	_0_

Comments - fire drill training should be updated every month, the philosophy is to be warm and nurturing towards the children

	AGREE	DISAGREE
B. Staff to children - Communication/interaction: developmentally appropriate	_9_	_0_
positive	_9_	_0_
on their level	_9_	_0_
self-esteem building	_9_	_0_
individually	_9_	_0_

Other sub-areas _____

Comments _____

_____

C. Staff to parents -

Communication

parent conferences	_9_	_0_
daily interaction	_9_	_0_
informative/positive	_9_	_0_
supportive	_9_	_0_
educational	_9_	_0_
home visits	_9_	_0_

Other sub-areas - include parent volunteers _____

Comments - include more discussion of parent resources and parent education such as workshops, parent bulletin board.

APPENDIX K

COLLEAGUE FINAL EVALUATION SUMMARY

COLLEAGUE EVALUATION TALLY

AREA 1 - GUIDANCE/DISCIPLINE

	AGREE	DISAGREE
Positive reinforcement	_5_	_0_
Redirection	_5_	_0_
Use of the "thinking chair"	_5_	_0_
How to handle difficult behaviors	_5_	_0_

Comments - none

AREA 2 - CURRICULUM

	AGREE	DISAGREE
Learning through play philosophy	_5_	_0_
Guidelines for weekly curriculum	_5_	_0_
Developmentally appropriate activities	_5_	_0_
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	_5_	_0_

Comments - good examples of non-sexist activity; the areas of learning through play and developmentally appropriate activities are a little weak, possibly give a couple of examples versus a formalized definition.

AREA 3 - GENERAL PHILOSOPHY

A. Staff	AGREE	DISAGREE
- supportive of volunteers	_5_	_0_
- supportive of co-workers	_5_	_0_
- professional development: through workshops/training	_5_	_0_
staff meetings	_5_	_0_

Comments - the change in order in some of these areas made it more organized.

AREA 3 - GENERAL PHILOSOPHY CONT.

	AGREE	DISAGREE
B. Staff to children -		
Communication/interaction:		
developmentally appropriate	_5_	_0_
positive	_5_	_0_
on their level	_5_	_0_
self-esteem building	_5_	_0_
individually	_5_	_0_

Comments - this section is covered throughout the materials, but not in one specific area. May need to be refined and put into more specific areas.

	AGREE	DISAGREE
C. Staff to parents -		
Communication		
parent conferences	_5__	_0_
daily interaction	_5__	_0_
informative/positive	_5_	_0_
supportive	_5_	_0_
educational	_3_	_2_
home visits	_5_	_0_

Comments - what educational programs do you plan for parents?

APPENDIX L

BOARD FINAL EVALUATION SUMMARY

BOARD EVALUATION TALLY

AREA 1 - GUIDANCE/DISCIPLINE

	AGREE	DISAGREE
Positive reinforcement	_8_	_0_
Redirection	_8_	_0_
Use of the "thinking chair"	_8_	_0_
How to handle difficult behaviors	_8_	_0_

Comments - make sure each staff is well versed in this area or it may be ineffective; the thinking cair is ok as long as other children can't make fun of the child who is seperated

AREA 2 - CURRICULUM

	AGREE	DISAGREE
Learning through play philosophy	_8_	_0_
Guidelines for weekly curriculum	_8_	_0_
Developmentally appropriate activities	_8_	_0_
All areas of curriculum (i.e. art, music, blocks, dramatic play, etc.)	_8_	_0_

Comments - the curriculum may need a more structured lesson plan approach; I think their should be some formal learning

AREA 3 - GENERAL PHILOSOPHY

A. Staff

	AGREE	DISAGREE
- supportive of volunteers	_8_	_0_
- supportive of co-workers	_8_	_0_
- professional development:		
through workshops/training	_8_	_0_
staff meetings	_8_	_0_

Comments - more structure needed in volunteer area to produce high level involvement; staff development is extremely important

AREA 3 - GENERAL PHILOSOPHY (CONT)

B. Staff to children -

	AGREE	DISAGREE
Communication/interaction:		
developmentally appropriate	8	0
positive	8	0
on their level	8	0
self-esteem building	8	0
individually	8	0

C. Staff to parents -

	AGREE	DISAGREE
Communication		
parent conferences	8	0
daily interaction	8	0
informative/positive	8	0
supportive	8	0
educational	8	0
home visits	8	0

Comments - are home visits still occuring? is their a set time limit for home visits - not enough time is ineffective and incomplete, too long will be overstaying their welcome and take away from the whole point of the visit.